

Quality Performance Report (QPR)
For

Louisiana
FFY 2013

Appendix 1
Quality Performance Report

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

Licensing standards did not change during this reporting period.

Goals Described in FY 2012-2013 CCDF Plan:

(1) Targeted technical assistance to deficient providers by Child Care Resource and Referral (CCR&R) Agencies; (2) CCR&R announced and unannounced visits to family child day care homes will include completion of a health and safety checklist.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Targeted technical assistance to deficient providers by Child Care Resource and Referral (CCR&R) Agencies.

Describe Progress - Include Examples and Numeric Targets where Possible:

CCR&R (Child Care Resource & Referral) agencies provided 74 targeted TA sessions to deficient providers based on referral from Child Care Licensing staff. These sessions may have included training on staff child ratio, supervision, appropriate guidance and hazards.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? Yes No

CCR&R announced and unannounced visits to family child day care homes will include completion of a health and safety checklist.

Describe Progress - Include Examples and Numeric Targets where Possible:

This checklist was completed on all visits in order to identify trends and develop targeted TA (Technical Assistance) resources (such as safe sleep) and to provide baseline information for possible changes to eligibility requirements. 98% of Family Child Day Care Home (FCDCH) providers were visited during the reporting period for either announced or unannounced visits.

A1.2 Key Data

A1.2.1 Number of licensed programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2013? 1731

N/A

Describe:

This number includes Class A, Class B and Class M Centers that are licensed and operating as of September 30, 2013. The threshold for Louisiana licensing is any place or facility operated by any institution, society, agency, corporation, person or persons, or any other group for the purpose of providing care, supervision, and guidance of 7 or more children, not including those related to the caregiver, unaccompanied by parent or guardian, on a regular basis for at least 12 1/2 hours in a continuous 7-day week. Class A and B Centers must meet the Department of Children and Family Services (DCFS) Licensing standards in order to be licensed. Class M centers are military based centers that are licensed by Department of Defense. Class A and M centers are eligible to participate in subsidy and quality programs. Class B centers are prohibited by law from receiving state or federal funds.

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2013?

N/A

Describe:

Louisiana does not license home-based programs.

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child's own home) operating in the State/Territory that are not subject to licensing regulations?

Yes

If yes, include the number or percentage of programs:

Number: 536

Percentage: 0%

Describe:

Louisiana has no reporting requirements for programs not subject to Licensing's regulations. Therefore, this information is not collected by any state agency. However Louisiana does certify Family Child Day Care providers and School Child Care programs that provide care to eligible children outside of the child's home.

No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year (October 1, 2012 through September 30, 2013)?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

99.6%

What was the average number of visits?

3

N/A

Describe:

1724 centers received their annual inspection prior to expiration of the current license. Formula used was number of centers receiving annual inspection (monitoring visit) prior to license expiration divided by the number of licensed centers. The number represents 1,731 licensed centers as of September 30, 2013.

Average number of visits was estimated based on 8,264 completed inspections to 1,731 centers. While the actual average is nearly 5 visits per center, we believe this overstates actual average visits per provider. Additional monitoring visits were conducted by licensing specialists related to ongoing compliance issues or complaints.

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

%

What was the average number of visits?

N/A

Describe:

Louisiana does not license/monitor family child care programs.

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

100%

What was the average number of visits?

N/A

Describe:

Family Child Day Care Home (Class R) Providers would meet the definition of legally exempt providers under this question. While these providers are not licensed; participation in the CCAP subsidy program requires an annual inspection by the State Fire Marshal's office. This inspection ensures the provider is meeting the required health and safety standards.

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year (October 1, 2012 through September 30, 2013)?

Licensed Centers:

How many were suspended?

N/A

Describe:

Current Licensing policy does not include suspension as an enforcement action.

How many were revoked? 28

N/A

Describe:

A licensed center that has their license revoked must serve a two year disqualification period before they may reapply to be licensed.

There are other actions that may be taken prior to revocation. This would include consultation with Licensing staff, and Corrective Action Plans being given to the center to help correct the deficient issues Licensing has cited. Another action that may be taken is to have the Child Care Resource & Referral Agency (CCR&R) provide additional training and technical assistance to support compliance with licensing regulations.

Licensed Homes:

How many were suspended?

N/A

Describe:

Louisiana does not license home programs.

How many were revoked?

N/A

Describe:

Louisiana does not license home programs.

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year (October 1, 2012 through September 30, 2013)?

Child Care Centers: 34

N/A

Group Child Care Homes:

N/A

Family Child Care Homes: 23

N/A

In-Home Providers: 0

N/A

Describe:

1) Of the 34 Child Care Centers reported as terminated from participating in subsidy, 4 centers were terminated from receiving subsidy payments for a specified period of time and reinstated once the disqualification period had been served. The reasons for centers to be terminated and later reinstated were for health and safety violations or suspended due to damage sustained from Hurricane Isaac.

Of the 23 Family Child Care Homes reported, 20 homes were terminated from receiving subsidy payments for a specified period of time and reinstated once the disqualification period had been served. The reasons for homes to be terminated and later reinstated were for health and safety violations.

Disqualification periods vary from three months to permanent termination based on the type and severity of the violation and the circumstances that existed at the time of the violation.

2) Louisiana does not license Group Child Care Homes.

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year (October 1, 2012 through September 30, 2013)?

N/A

Describe:

Louisiana does not have a reporting requirement for license-exempt providers; therefore, this data is not collected.

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

N/A

Describe:

The current data system does not collect this information. A change in regulation and programming would be required in order to collect this information. Information from other states on how they are collecting this data would be appreciated.

A1.2.7 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

0

N/A

Describe:

Information on all providers is collected by the Regional Maternal Child Health Coordinators DHH (LA Department of Health and Hospitals) for their Infant/Child Mortality review.

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year (October 1, 2012 through September 30, 2013)?

Yes

No

N/A

Describe:

Louisiana developed comprehensive birth to five early learning and development standards that are in alignment with State Common Core Standards during this fiscal year following an extensive process that included cross-agency staff, stakeholders and external reviewers. These ELDS were adopted in March 2013 by the LA Board of Elementary and Secondary Education (BESE). Significant alignment was required between the standards and the statewide child assessment (Teaching Strategies GOLD) that is being used in the Early Childhood Community Network Pilots.

A2.1.2 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELGs, Aligned the ELGs with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

- 1) Complete and disseminate revised ELGs birth through Pre-kindergarten;*
- 2) Develop a comprehensive training for revised standards birth through pre-k that includes implementation strategies and on-site support.*

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Complete and disseminate revised ELGs birth through Pre-kindergarten.

Describe Progress - Include Examples and Numeric Targets where Possible:

The ELDS were completed and posted to the LDE website. These standards have been integrated into early care and education settings via two approaches. The first requires that teachers and directors in

the Quality Start Child Care Rating System have training on the standards. Secondly, the ELDS are part of the foundational training for Community Network Pilots called CONNECT.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? Yes No

Develop a comprehensive training for revised standards birth through pre-k that includes implementation strategies and on-site support.

Describe Progress - Include Examples and Numeric Targets where Possible:

An Implementation Guide is being developed by LDE early childhood staff that includes extensive strategies as well as supports to include children with special needs and English language learners. The guide will be available to all practitioners as well as Pathways approved trainers and coaches across the child care, Head Start and Prek. It will also be available to coaches in Community Network Pilots.

A2.2 Key Data

A2.2.1 How many programs were trained on early learning guidelines (ELGs) or standards over the last fiscal year (October 1, 2012 through September 30, 2013)?

<u>Center-based Programs:</u> Early Learning Guidelines (ELGs)	How many center-based programs were trained on ELGs over the past year?	N/A
Birth to Three ELGs	272	<input type="checkbox"/>
Three-to-Five ELGs	272	<input type="checkbox"/>
Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	<p>1) Louisiana's definition for "trained on the ELGs" means a program with 3 or more individuals receiving training.</p> <p>2) 2,221 Practitioners have been trained.</p> <p>Note: Effective March 2012, all directors and lead teachers are required to complete training in Louisiana's Early Learning Guidelines and Standards, which encompasses information from Louisiana's Early Learning Guidelines and Program Standards: Birth through Three (DSS, October 2006) and the Louisiana Standards for Programs Serving Four-Year-old Children (DOE, June 2003) in order to participate in the Quality Rating System.</p> <p>3) In order to move to a continuum of standards birth to five, Louisiana developed a comprehensive training that used both the Birth to Three and Three-to-Five age standards; therefore reporting the numbers listed in the Three-to-Five category. The total number of Centers trained was 272. The number has been duplicated in both categories Birth to Three ELGs and Three-to-Five ELGs because Louisiana trained using a comprehensive training. No guidelines are currently available for children Five and Older.</p>	

<u>Family Child Care Programs:</u> Early Learning Guidelines (ELGs)	How many family child care programs were trained on ELGs over the past year?	N/A
Birth to Three ELGs	54	<input type="checkbox"/>
Three-to-Five ELGs	54	<input type="checkbox"/>
Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	<p>1) The definition provided in the Guidance was used to report this data.</p> <p>2) In Louisiana there is only 1 certified provider in each family child care program. 54 of these practitioners have been trained.</p> <p>3) In order to move to a continuum of standards birth to five, Louisiana developed a comprehensive training that used both the Birth to Three and Three-to-Five age standards; therefore reporting the numbers is listed in the Three-to-Five category. The total number of Family Child Care Programs trained was 54. The number has been duplicated in both categories Birth to Three ELGs and Three-to-Five ELGs because Louisiana trained using a comprehensive training. No guidelines are currently available for children Five and Older.</p>	

<u>Legally Exempt Providers:</u> Early Learning Guidelines (ELGs)	How many legally exempt providers were trained on ELGs over the past year?	N/A
Birth to Three ELGs		<input checked="" type="checkbox"/>
Three-to-Five ELGs		<input checked="" type="checkbox"/>
Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	Louisiana does not collect information on training of legally exempt providers.	

2.2.1(b) How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)

<u>Center-based Programs:</u> Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs		<input checked="" type="checkbox"/>
Preschoolers in programs implementing the Three-to-Five ELGs		<input checked="" type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs		<input checked="" type="checkbox"/>

Describe:	<p>1) The examples Louisiana indicated in the state plan as incorporating the ELGs into other parts of the child care system are:</p> <p>a) To define the content of training required to meet licensing requirements Child Care Resource and Referral contractors are required to reference and identify any ELGs which may be part of the training provided.</p> <p>b) To define the content of training required for program quality improvement standards (e.g., QRIS standards). Child Care Resource and Referral contractors are required to reference and identify any ELGs which may be part of the training provided.</p> <p>c) To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs. Louisiana is planning training to provide examples of strategies of implementation.</p> <p>2) Louisiana did not collect information tying implementation strategies to children served as required in the Guidance. Information from other states on how they are collecting this data would be appreciated.</p>	
<u>Family Child Care Programs:</u> Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs		<input checked="" type="checkbox"/>
Preschoolers in programs implementing the Three-to-Five ELGs		<input checked="" type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	<p>1) The examples Louisiana indicated in the state plan as incorporating the ELGs into other parts of the child care system are:</p> <p>a) To define the content of training required to meet licensing requirements Child Care Resource and Referral contractors are required to reference and identify any ELGs which may be part of the training provided.</p> <p>b) To define the content of training required for program quality improvement standards (e.g., QRIS standards). Child Care Resource and Referral contractors are required to reference and identify any ELGs which may be part of the training provided.</p> <p>c) To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs. Louisiana is planning training to provide examples of strategies of implementation.</p> <p>2) Louisiana does not currently collect information tying implementation strategies to children served. Any information from other states on how they are collecting this data would be appreciated.</p>	
<u>Legally Exempt Providers:</u> Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs		<input checked="" type="checkbox"/>

Preschoolers in programs implementing the Three-to-Five ELGs		<input checked="" type="checkbox"/>
School-age children in programs implementing the Five and Older ELGs		<input checked="" type="checkbox"/>
Describe:	Louisiana has no reporting requirements for Legally Exempt Providers.	

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Revision of Quality Start standards. Following extensive input and communication with providers and stakeholders we will integrate and inbed Early Learning Guidelines, Core Knowledge and Competencies and family engagement into all levels.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Revision of Quality Start standards. Following extensive input and communication with providers and stakeholders we will integrate Early Learning Guidelines, Core Knowledge and Competencies and family engagement into all levels.

Describe Progress - Include Examples and Numeric Targets where Possible:

While standards were changed to require training on ELGs, the revision of all standards was delayed due to legislation from the 2012 session requiring a cross agency collaboration to redesign early childhood care and education in Louisiana. This legislation, commonly called Act 3, has continued to move forward and will include a mandatory rating system using child and program assessment as well as streamlining of licensing regulations with a goal of school readiness. Current regulations are being revised in a collaborative process and it is expected that new regulations will be brought to the state board of elementary and secondary education (BESE) once the legislative changes are effective to move CCDF to LDE, probably during the summer of 2014.

Community Network Pilots (CNP) began July 1, 2013 as 13 collaborations that include providers across early care and education settings applied as a network to move forward in training and developing skills related to the toddler and preschool Classroom Assessment and Scoring System (CLASS) and Teaching Strategies GOLD. A second cohort of CNP has completed interviews to begin working in March while the third cohort is planned for fall 2014. The LDE (and its partner agencies) will use information from these pilots to understand and develop the new rating system.

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year (October 1, 2012 through September 30, 2013)?

Health and safety:

453

Infant and toddler care:

162

School-age care:

5

Inclusion:

81

Teaching dual language learners:

1

Understanding developmental screenings and/or observational assessment tools for program improvement purposes:

473

Mental health:

212

Business management practices:

504

N/A

Describe:

1) Data reflects the categories provided and reflect the number of programs receiving targeted technical assistance. The increase in the Health and Safety category is due to a specific incident which resulted in a severe burn to a child from a bottle warmer. Child Care Resource and Referral agencies were asked to target this issue on visits.

2) Numbers may be duplicated if a center received a Technical Assistance (TA) visit in two or more domain/areas.

3) Additional TA visits were provided that did not fall into the listed domain/areas or as defined by "targeted". These visits were comprehensive in nature covering some or all of the nine listed TA areas, in addition to supporting providers around participation in the Quality Rating System.

4) CCR&R contractors will be more targeted in their work focusing on supporting providers related to the "Understanding developmental screenings and/or observational assessment tools for program improvement purposes" as they support implementation of CLASS and GOLD.

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year (October 1, 2012 through September 30, 2013)?

a) One-time, grants, awards or bonuses:

Child Care Centers:

Family Child Care Homes:

N/A

Describe:

Louisiana does not provide one-time grants, awards or bonuses.

b) On-going or Periodic quality stipends:

Child Care Centers:

936

Family Child Care Homes:

0

N/A

Describe:

1) Two Quality Stipends support LA providers: Tiered Quarterly Bonus and The School Readiness Tax Credit (SRTC)

Tiered Bonus Payment – The number of providers receiving the quarterly payment was 404. Therefore, the total number of 936 is duplicated.

SRTC - The number of centers represents the number of child care centers that claimed the tax credit during 2012. Louisiana Department of Revenue (LDR) does not capture the data by child care center; only by taxpayer claiming the credit. For example, if a partnership of two individuals owns the child care center, the credit would be split between and claimed by the two owners. Also it is possible that one child care center filed two returns within the timeframe thus being counted twice. The number of centers claiming the credit was 532.

2) The Child Care Center total is a combination of providers who receive the Quarterly Tiered Bonus Payment and SRTC.

The SRTC is paid based on a center's quality star level (2 – 5) as of July 1 or December 1 (if it is that center's initial year of participation).

The Tiered Bonus Payment is paid quarterly to 2 – 5 star rated centers based on the percentage of CCAP (Child Care Assistance Program) and CW (Child Welfare) children paid for in the previous quarter and the center's star level.

3) Since LDR cannot release taxpayer information to DCFS, no match can be performed to eliminate the duplication. In order for LDR to provide this information, DCFS would need to receive an exception to the law through the legislative process.

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year (October 1, 2012 through September 30, 2013)? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g.,

licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS:

Number:

760

Percentage: 44 %

or Other Quality Improvement System:

Number:

0

Percentage: 0 %

N/A

Describe:

1) The universe of programs consists of all licensed Class A, Class B and Class M (Military) centers. There are 1,731 (1,390 Class A, 340 Class B and 1 Class M) licensed centers with 760 participating in QRIS.

2) There is no other Quality Improvement initiative in the state.

3) Participation in QRIS includes all Class A, Class B or Class M centers that have acquired a quality star rating (1 – 5).

Family Child Care Homes QRIS:

Number:

Percentage: %

or Other Quality Improvement System:

Number:

Percentage: %

N/A

Describe:

The only provider types eligible to participate in the Quality Improvement System are licensed child care centers (Class A, B or M).

License-Exempt Providers QRIS:

Number:

Percentage: %

or Other Quality Improvement System:

Number:

Percentage: %

N/A

Describe:

The only providers eligible to participate in the Quality Improvement System are licensed child care centers (Class A, B or M).

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year (October 1, 2012 through September 30, 2013)? If the quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers:

How many moved up within the QRIS: 142

How many moved down within the QRIS: 33

N/A

Describe:

Louisiana's star rating award is active for two years so this eliminated some quality rated centers who were not eligible to receive a new star during FY13. Child care centers may elect to try to move higher six months after a star award.

An automated process was developed and implemented during this reporting period to determine which child care centers have been rated at least twice consecutively and whose most recent rating moved up during FY13. For purposes of this report, the numbers in this year's report should be considered baseline.

Family Child Care Homes:

How many moved up within the QRIS:

How many moved down within the QRIS:

N/A

Describe:

Family Child Care Homes are not eligible to participate in QRIS.

License-Exempt Providers:

How many moved up within the QRIS:

How many moved down within the QRIS:

N/A

Describe:

License-Exempt Providers are not eligible to participate in QRIS.

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers:

Please provide the total number of Child Care Center quality levels (if available):

N/A

Quality Level	Number of Programs at this level
1	244
2	305
3	79
4	122
5	10

Describe:

1) Below is a description of the quality levels:

One Star Rating means a provider has met Louisiana's licensing standards and has no deficiencies.

Two Star Rating shows that a provider has met all licensing requirements and additional expectations in the areas of Administration Practices, Family and Community Involvement, Program and Staff Qualifications.

Centers with Three to Five Stars have made a commitment to quality and been assessed by an objective observer using the Environment Rating Scales (ERS) and met increased requirements for staff training and education.

Five Stars communicates the highest quality rating of child care centers meeting standards established for ERS scores in all areas as well as staff qualifications.

2) The numbers at each quality level are reported as of September 30, 2013.

Family Child Care Homes:

Please provide the total number of Family Child Care Home quality levels (if available):

N/A

Quality Level	Number of Programs at this level

Describe:

Family Child Care Homes are not eligible to participate in QRIS.

License-Exempt Providers:

Please provide the total number of License-Exempt Provider quality levels (if available):

N/A

Quality Level	Number of Programs at this level

Describe:

License-Exempt Providers are not eligible to participate in QRIS.

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year (October 1, 2012 through September 30, 2013)? What percentage are in high quality care as defined by the State/Territory?

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs:

70%

Percentage of CCDF children served in high quality care:

18%

(May define with assessment scores, accreditation, or other metric, if no QRIS.)

N/A

Describe:

1) Louisiana describes high quality care as child care centers who are participating in QRIS at the 3, 4 and 5 star level.

2) The child count is unduplicated.

3) Calculations are based on all program types eligible for subsidy including Class A (Center Based Child Care), Class R (Family Child Care), Class E (School), Class U (In-Home), and Class M (Military). Of these types only Class A and M are eligible to participate in Quality Start and subsidy. By law Class B is only eligible to participate in QRIS, not subsidy.

The total number of children served in the subsidy program was 18,049 with 12,657 being served in programs participating in QRIS (70%).

Of the 760 centers (Class A or M) participating in QRIS, 211 are defined as high quality centers. There were 3,266 subsidy children served out of the 16,148 children in Class A or M Centers (20%). The entire universe of children served in subsidy was 18,049 with 3,266 being in the high quality centers; therefore 18% were served in high quality care.

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Require all child care center staff and all CCAP providers to enroll in LA Pathways. Support the LA Center for Afterschool Learning (LA-CAL) in its efforts to develop training and core competencies for the school age workforce.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? Yes No

Require all child care center staff and all CCAP providers to enroll in LA Pathways.

Describe Progress - Include Examples and Numeric Targets where Possible:

Staff working in child care centers that are participating in QRIS must be enrolled in Pathways. Other center staff and CCAP providers are encouraged to register at all CCDF funded training sessions and must be registered and participating in order to receive tax credits and scholarships, however no new requirements have been placed on participation. No numerical targets are in place to address this goal. No new program requirements will be made until lead agency transition is approved

Goal #2:

Is Goal from 2012-2013 CCDF Plan? Yes No

Support the LA Center for Afterschool Learning (LA-CAL) in its efforts to develop training and core competencies for the school age workforce.

Describe Progress - Include Examples and Numeric Targets where Possible:

DCFS participated in LA-CAL activities and continues its support through an expanded contract. The contract provides school-age child care trainings and technical assistance as part of a Quality Improvement Framework for afterschool and school-age child care providers. State program staff provide contract monitoring of performance indicators and deliverables and interact with contract staff to ensure success, however for the purpose of the QPR, no targets were set since the contract is piloting the materials with a small number of providers (10) and a conference serving 100 practitioners.

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year (as of September 30, 2013)?

A4.2 Key Data

Child Care Center Teachers:

How many had a Child Development Associate (CDA)? 2149

N/A

Describe:

1) This number reflects the number of **current** CDA's verified by the LA Pathways training registry. Verification of CDA credentials is based on copies of certificates submitted by registry members who are aides, assistant teachers, lead teachers, assistant directors and directors.

2) LA Pathways is a voluntary professional registry. All data is based on information submitted to the registry by individual members. Enrollment in Pathways is required for staff working in programs participating in the QRIS.

How many had State/Territory Credentials? 406

N/A

Describe:

1) This number indicates the individual members who have earned the "Pathways Administrator Certificate". This certificate requires 75 clock hours of training in 6 administrative categories (regulations, financial management, program management, food service, marketing/professionalism/image, and other). All certificates and transcripts submitted by members who are on the Administrator track (directors and assistant directors) are evaluated and counted in appropriate category.

Pathways career ladders also provide recognition to those who have completed a technical diploma or other early childhood diplomas from Louisiana Community and Technical College System (LCTCS). 795 people have completed a diploma program.

2) No other state/territory credentials are available.

How many had an Associate's degree? 993

N/A

Describe:

1) This number reflects the Associate degrees verified by the training registry. Verification is based on copies of Associate degrees or transcripts submitted to the registry by members who are aides, assistant teachers, lead teachers, assistant directors and directors.

2) This number includes Associate degrees in Care & Development of Young Children, Child Development, Early Childhood Education, Child Care & Preschool Management and other early care and education degrees. It also includes closely related degrees such as Elementary Education and

General Studies degrees with at least 12 semester hour credits in early childhood. No unrelated degrees are included in this count.

How many had a Bachelor's degree? 495

N/A

Describe:

1) This number reflects the Bachelor's degrees verified by the training registry. Verification is based on copies of Bachelor's degrees or transcripts submitted to the registry by members who are aides, assistant teachers, lead teachers, assistant directors and directors.

2) This number includes Bachelor's degrees in Child Development, Early Childhood Education, Child & Family Life, and Family & Consumer Science/Child Development, Birth to Five Early Intervention and other early care and education degrees. It also includes closely related degrees such as Elementary Education and General Studies and Social Science (i.e. – Sociology, Psychology, and Social Work) degrees with at least 12 semester hour credits in early childhood. In cases where a person has both a Bachelor's Degree in Social Science and an Associate's in Early Childhood/Child Development, the Bachelor's degree is included as the highest degree obtained. No unrelated degrees are included in this count.

How many had a Graduate/Advanced degree? 140

N/A

Describe:

1) This number reflects the Graduate degrees verified by the training registry. Verification is based on copies of Graduate degrees or transcripts submitted to the registry by members who are aides, assistant teachers, lead teachers, assistant directors and directors.

2) This number includes Graduate degrees in Child Development, Early Childhood Education, Child & Family Life, Family & Consumer Science/Child Development, Birth to Five Early Intervention and other early care and education degrees. It also includes closely related degrees such as Elementary Education, Education, Special Education, Educational Leadership, Administration and Supervision. In cases where a person has both a Graduate degree in Social Science and an Undergraduate degree in Early Childhood/Child Development, the Graduate degree is included as the highest degree obtained. No unrelated degrees are included in this count.

Family Child Care Providers:

How many had a Child Development Associate (CDA)? 34

N/A

Describe:

1) This number reflects the **current** CDA's verified by the training registry. Verification is based on number of copies of CDA credentials submitted to the registry by members who are Family Child Care Providers.

2) All data is based on information submitted to the registry by individual members.

How many had State/Territory Credentials? 7

N/A

Describe:

Pathways career ladders also provide recognition to those who have completed a technical diploma or other early childhood diplomas. Seven Family Child Care Providers have completed a diploma program.

How many had an Associate's degree? 1

N/A

Describe:

All data is based on information submitted to the registry by individual members. None have submitted Associate's degrees during this rating period.

How many had a Bachelor's degree? 4

N/A

Describe:

1) This number reflects the Bachelor's degrees verified by the training registry. Verification is based on copies of Bachelor's degrees or transcripts submitted to the registry by members who are Family Child Care Providers.

2) This number includes closely related degrees such as Elementary Education and General Studies and Social Science (i.e. – Sociology, Psychology, and Social Work) degrees with at least 12 semester hour credits in early childhood.

How many had a Graduate/Advanced degree? 0

N/A

Describe:

All data is based on information submitted to registry by individual members. None have submitted Graduate degrees during this reporting period.

A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year (October 1, 2012 through September 30, 2013)?

Staff in child care centers: 16589

Family child care home providers: 166

License-exempt practitioners: 0

N/A

Describe:

1) This includes active members of the trainer registry. Child care staff members enroll in the registry by submitting an enrollment form along with documentation of employment and education. Membership is voluntary. However, individuals must be enrolled to be eligible for the School Readiness Tax Credit for Directors and Staff or to participate in Quality Start at 2 stars or higher.

In order to be considered active, a member must have submitted recent contact, employment, education and professional activity information to the registry.

2) The number of staff in child care centers includes all teachers, directors, and assistant directors. Support staff members such as bus drivers, cooks, office personnel, education specialists, family advocates, etc. are also included since they are enrolled in Pathways on the Classroom Track and often work in classrooms with the children.

3) There is no reporting requirement for license-exempt providers; therefore Louisiana does not collect this data.

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year (October 1, 2012 through September 30, 2013)?

Staff in child care centers: 238

Family child care home providers: 3

License-exempt practitioners: 0

N/A

Describe:

1) Only college credit courses are counted as credit based training. Persons who received college tuition scholarships during the reporting period are considered to have verified credit based training. 1730 members submitted college transcripts or grade reports to the registry during the reporting period, but data is not available as to whether this credit based training was earned during the reporting period.

2) All persons who received college tuition scholarships received credit based training during the reporting period.

The number reported reflects the number of persons receiving scholarships and who have been verified to have received credit based training during the reporting period.

3) There is no reporting requirement for license-exempt providers; therefore Louisiana does not collect this data.

A4.2.4 How many credentials and degrees were awarded during the last fiscal year (October 1, 2012 through September 30, 2013)? If possible, list the type of credential

or degree and in what type of setting the practitioner worked.

Type of Credential:

How many credentials were awarded to staff in child care centers?

Please list and provide number:

Child Development Associate (CDA): 564

State/Territory Credentials: 75

Other: 119

N/A

Describe:

1) Louisiana is reporting on Infant/Toddler and Preschool Child Development Associate credentials awarded. This number includes both initial awards and renewals.

2) This number (75) indicates the number of individual members who have earned the "Pathways Administrator Certificate" during this year. The certificate requires 75 clock hours of training in 6 administrative categories (regulations, financial management, program management, food service, marketing/professionalism/image, and other). All certificates and transcripts submitted by members who are on the Administrator track (directors and assistant directors) are evaluated and counted in appropriate category.

Other: 119

Pathways career ladders also provide recognition to those who have completed a technical diploma or other early childhood diplomas. 119 persons completed a diploma program during this reporting period and sent documentation to the registry.

How many credentials were awarded to family child care home providers?

Please list and provide number:

Child Development Associate (CDA): 34

State/Territory Credentials: 0

Other: 0

N/A

Describe:

1) Louisiana is reporting on Family Child Care Child Development Associate credentials awarded. This number includes both initial awards and renewals.

2) All data is based on information submitted to the registry by individual members. A limited number of Family Child Care Providers are enrolled in the registry. None submitted degrees earned during the reporting period.

How many credentials were awarded to license-exempt practitioners?

Please list and provide number:

Child Development Associate (CDA):

State/Territory Credentials:

Other:

N/A

Describe:

There is no reporting requirement for license-exempt providers; therefore Louisiana does not collect this data.

Type of Degree:

How many degrees were awarded to staff in child care centers?

Please list and provide number:

Associates: 21

Bachelors: 28

Graduate/Advanced Degree: 5

Other: 0

N/A

Describe:

1) Louisiana is reporting on degrees earned that relate to early care and education.

This number (21) includes Associate degrees in Care & Development of Young Children, Child Development, Early Childhood Education, Child Care & Preschool Management and other early care and education degrees. It also includes closely related degrees such as Elementary Education and General Studies degrees with at least 12 semester hour credits in early childhood. No unrelated degrees are included in this count.

This number (28) includes Bachelor's degrees in Child Development, Early Childhood Education, Child & Family Life, and Family & Consumer Science/Child Development, Birth to Five Early Intervention and other early care and education degrees. It also includes closely related degrees such as Elementary Education and General Studies and Social Science (i.e. – Sociology, Psychology, and Social Work) degrees with at least 12 semester hour credits in early childhood. In cases where a person has both a Bachelor's Degree in Social Science and an Associate's in Early Childhood/Child Development, the Bachelor's degree is included as the highest degree obtained. No unrelated degrees are included in this count.

This number (5) includes Graduate degrees in Child Development, Early Childhood Education, Child & Family Life, Family & Consumer Science/Child Development, Birth to Five Early Intervention and other early care and education degrees. It also includes closely related degrees such as Elementary Education, Education, Special Education, Educational Leadership, Administration and Supervision. In cases where a person has both a Graduate degree in Social Science and an Undergraduate degree in Early Childhood/Child Development, the Graduate degree is included as the highest degree obtained. No unrelated degrees are included in this count.

2) All data is based on information submitted to the registry by individual members. This number reflects the number of verified degrees earned during the reporting period and submitted to the registry.

How many degrees were awarded to family child care home providers?

Please list and provide number:

Associates: 0

Bachelors: 0

Graduate/Advanced Degree: 0

Other: 0

N/A

Describe:

1) Louisiana is reporting on degrees earned that relate to early care and education.

This number (0) includes Associate degrees in Care & Development of Young Children, Child Development, Early Childhood Education, Child Care & Preschool Management and other early care and education degrees. It also includes closely related degrees such as Elementary Education and General Studies degrees with at least 12 semester hour credits in early childhood. No unrelated degrees are included in this count.

This number (0) includes Bachelor's degrees in Child Development, Early Childhood Education, Child & Family Life, and Family & Consumer Science/Child Development, Birth to Five Early Intervention and other early care and education degrees. It also includes closely related degrees such as Elementary Education and General Studies and Social Science (i.e. – Sociology, Psychology, and Social Work) degrees with at least 12 semester hour credits in early childhood. In cases where a person has both a Bachelor's Degree in Social Science and an Associate's in Early Childhood/Child Development, the Bachelor's degree is included as the highest degree obtained. No unrelated degrees are included in this count.

This number (0) includes Graduate degrees in Child Development, Early Childhood Education, Child & Family Life, Family & Consumer Science/Child Development, Birth to Five Early Intervention and other early care and education degrees. It also includes closely related degrees such as Elementary Education, Education, Special Education, Educational Leadership, Administration and Supervision. In cases where a person has both a Graduate degree in Social Science and an Undergraduate degree in Early Childhood/Child Development, the Graduate degree is included as the highest degree obtained. No unrelated degrees are included in this count.

2) All data is based on information submitted to the registry by individual members. A limited number of Family Child Care Providers are enrolled in the registry. None submitted degrees earned during the reporting period.

How many degrees were awarded to license-exempt practitioners?

Please list and provide number:

Associates:

Bachelors:

Graduate/Advanced Degree:

Other:

N/A

Describe:

There is no reporting requirement for license-exempt providers; therefore Louisiana does not collect this data.

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year (October 1, 2012 through September 30, 2013)? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Type of Technical Assistance:

How many teachers or other professional staff in child care centers received technical assistance?

N/A

Please list type of technical assistance and provide number:

2,382

1) TA is offered for issues such as Emergency Planning and Preparedness, CDA advising, Parent Support, Family Child Care, Inclusion of children with special needs, Licensing compliance , Quality Start application and goal setting, Environment Rating Scale (ERS) assessment review, Mental Health Consultation, Tracking Of Time Services (automated time and attendance) also known as TOTS/Child Care Assistance Program (CCAP).

2) Duplication may have occurred.

3) Technical Assistance is provided upon request to programs with preference to programs participating in the QRIS.

How many family child care home providers received technical assistance?

N/A

Please list type of technical assistance and provide number:

1038

1) The type of TA offered is CDA advising, Family Child Care support, Understanding the CCAP Provider Agreement including TOTS, Child Appropriate Spaces, and health and safety.

2) The count is unduplicated.

3) TA is provided to family child care home providers receiving CCAP by the CCR&R agencies as part of the required visits two times per year (one announced and one unannounced).

How many license-exempt practitioners received technical assistance?

N/A

Please list type of technical assistance and provide number:

TA is only offered to licensed programs or those receiving CCAP.

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

Scholarships.

How many teachers received? 656

Reimbursement for Training Expenses.

How many teachers received?

Loans.

How many teachers received?

Wage supplements.

How many teachers received?

Other.

N/A

Describe:

Scholarships: 656 teachers and 10 Family Child Care Providers

1) These numbers include scholarships for college tuition, CDA Assessment and Administrative Training (primarily National Administrators Credential). 767 total scholarships were awarded to 666 different recipients. There were 102 Administrative scholarships, 358 CDA scholarships, and 306 College Tuition scholarships.

2) These numbers reflect the unduplicated count of family child care providers, assistant teachers, teachers, directors and assistant directors at Child Care Centers, Head Start Centers, and Early Head Start Centers. License-exempt practitioners are not eligible to receive scholarships.

3) Louisiana does not provide reimbursement for training expenses or provide loans.

4) Louisiana does not provide wage supplements.

Other: 4,885

1) Child care directors and staff are eligible for a refundable tax credit if they work at least six months for a licensed child care facility that participates in the Quality Rating System and are enrolled in the Louisiana Pathways Child Care Career Development System. The refundable tax credit is based on the educational level attained through Louisiana Pathways Child Care Career Development System.

2) For 2012 tax year 4,885 child care directors and staff members were identified as eligible according to their level on the Pathways career ladders for a refundable 2012 Louisiana state income tax credit. The LDR reported (in A3.2.2.b) that 532 directors and staff members received the tax credit during the reporting period. The additional requirement of employment at a star-rated center for at least 6 months during the tax year may have contributed to the number reported above.

The registry does not have data regarding the number of members claiming the tax credit in 2012.

3) Not all of the 4,885 directors and staff members who received notices were actually eligible based on the requirement of having to work at a star rated center for six months during the tax year. Pathways information is stored based on the individual and is not tied to a particular child care center. Therefore, it is not possible with the existing data systems to capture the exact number of eligible directors and staff.

The number reported from LDR of 532 may not represent all directors and staff members who received a refunded portion of the tax credit. Other eligible director and staff may have received the tax credit as payment for tax liability.